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ABSTRACT

Intended for use in conjunction with an accompanying student workbook and visuals, this handbook is designed to assist school administrators and teachers in organizing and instructing an English for driving course to help non-native speakers of English, particularly refugees, in comprehending driver training classes and in being better drivers. Objectives of the course are set forth. In a section on requirements for implementing the course various factors are discussed, including the instructor, students, the classroom, time, attendance, and instructional materials. Described next are the contents of and methodology followed in the volumes of materials used in the course. Evaluative criteria employed in the course are explained. Provided after a brief bibliography, are a list of supplemental materials available in Vietnamese and questions and answers from the 1980 Utah Drivers Test. (The related student workbook and visuals are available separately--see note.) (MN)

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ENGLISH FOR DRIVING - TEACHER'S GUIDE

written by

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Logan City Board of Education
Logan, Utah

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August 1981

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ABSTRACT

This handbook is an explanation of an English course designed to teach the vocabulary necessary for non-native speakers of English to understand driver training classes. Included are the requirements that must be met to establish such a course, a description of the instructional materials developed, guidelines for teaching the classes, and drivers test questions and answers.

English for Driving - Teacher's Guide is the first in a group of three publications that comprise the instructional materials of an English for Driving course. It is to be used in conjunction with English for Driving - Student Workbook and English for Driving - Visuals.

PREFACE

This handbook was designed to assist school administrators and teachers in organizing and instructing an English for Driving course to help non-native speakers of English, particularly refugees, in comprehending driver training classes and in becoming better drivers.

Special thanks go to Darrell Josie, Specialist, Driver's Education, Utah State Office of Education, and to Rodney Ashby, Director, Driver's Education Testing Program, Utah State Department of Motor Vehicles, for their continuing assistance and helpful suggestions.

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ENGLISH FOR DRIVING - TEACHER'S GUIDE

English for Driving is a course of instruction developed by R. Bryan Anderson, ESL Project Director, Logan City School District as part of Section 310 Project Number 2558. The project was undertaken during the 1980 - 81 school year and was funded in part by the United States Department of Education and the Utah State Office of Education, Adult Education Unit.

COURSE OBJECTIVES

The English for Driving course is designed to familiarize students learning English as a second language with the vocabulary necessary to understand a driver training class. It is not intended to substitute for a driver training course.

Completion of the English for Driving course should facilitate both the learning and teaching tasks in a driver training class. However, it would be impossible in a short time to teach everything necessary to totally understand an instructor speaking English natively. Therefore, it will remain necessary for the driving instructor to pay special attention to foreign students.

The long-term goal of English for Driving is to aid non-native speakers of English to become better drivers through increased understanding.

REQUIREMENTS FOR IMPLEMENTATION

Instructor

If at all possible, the course should be taught by an experienced ESL instructor. While the English for Driving - Teacher's Guide should aid instructors unfamiliar with teaching English to foreigners, it cannot replace ESL training and experience.

The instructor should familiarize himself with the particular driver training course awaiting his students before attempting to teach this preparatory class.

Students

The target group of English for Driving is non-native speakers of English with particular emphasis on (but not limited to) Indochinese refugees.

Students (continued)

Students must have some ability to speak, read and write in English. The successful completion of at least a level 1 course of ESL instruction (or an equivalent knowledge of English) is pre-requisite to this class. Students must know some basics of the English tense system (present, past, future and progressive), simple modals (can, should, must), wh-questions(why, when, where...), the basic English phonological system, question and statement word order, conversational vocabulary, and have some competency in writing.

Classroom

A classroom with a chalkboard and access to cars in a parking lot are the minimum physical requirements.

Time

The duration of the course will depend on the particular students enrolled. Advanced students can master the material in several weeks; those at a lower level of competency will need considerably longer.

Classes should be regular and short. One hour daily seems ideal.

Attendance

Regular attendance is absolutely necessary. The lessons are additive; each lesson is dependent on previous lessons. Students who fall behind will fail to understand.

Instructional Materials

The materials consist of three separately bound parts: English for Driving - Teacher's Guide, English for Driving - Student Workbook, and English for Driving - Visuals.

MATERIALS - DESCRIPTION AND INSTRUCTIONAL METHODOLOGY

ENGLISH FOR DRIVING - TEACHER'S GUIDE

The English for Driving - Teacher's Guide includes an explanation of the English for Driving course and of the requirements that must be met to establish such a course, a description of the instructional materials developed, and suggested methodology for teaching similar classes.

The instructional methodology delineated is intended to be an aid to instructors, not an inflexible lesson plan. Innovative teachers should feel free to improve on the suggestions made here.

ENGLISH FOR DRIVING - VISUALS

The visuals consist of illustrations of vocabulary items numbered according to order of presentation in the English for Driving - Student Workbook. A list of questions and responses for use with the visuals is also included.

The first group of visuals (types of automobiles) is easy to understand and learn. It is included to help students grasp the kind of memorization required in the course. Other visuals depict critical vocabulary items. Teachers are encouraged to add more visuals if desired.

The visuals of the first day's lesson should be used the first day and every day thereafter. The teacher shows the visual and poses the appropriate question; the students repeat the expected response,chorally and individually. A new visual is added to the sequence as soon as that vocabulary item is introduced in the student workbook.

This daily repetition functions as a memorization aid, a review of previously learned material, and is especially helpful to slower students.

When practicing with the visuals, attention should always be paid to understandable pronunciation. After a mispronunciation, the teacher pronounces the word correctly and continues with the visual sequence.

Going through the visuals is an effective warm-up at the beginning of class. Speed contests with the visuals help students add the words to their active vocabularies. The visuals are also useful for dictations (described below.)

The introduction to English for Driving - Visuals contains further information pertaining to the purpose and use of the visuals.

ENGLISH FOR DRIVING - STUDENT WORKBOOK

The English for Driving - Student Workbook is, in effect, a picture dictionary of driving vocabulary with practice exercises. There are many vocabulary charts of parts of the car, driving maneuvers, traffic sign types, and so on. Vocabulary items are also introduced throughout the text. The final portion of the workbook is a dictionary of driving terminology that is to be completed by the students.

With the exception of the vocabulary directly related to driving, the attempt was made to restrict the text of the workbook to beginning level English.

Workbook Dictionary

Pages 81 to 88 of the workbook are an alphabetical list containing all of the introduced driving vocabulary, followed by the page on which the item first appears. Next is a space for the students to write a "phonetic transcription (i.e. an approximate spelling of the sounds in the student's native language.) Finally, there is a space for the translated meaning or an explanation of the meaning in the student's native language.

pronunciation:

When a new item is introduced, the teacher should sound out the word carefully and naturally. For example, for automobile the teacher should sound out [A: da ma bial] as it is pronounced locally, not [A: tou mou bial] as sometimes pronounced by English teachers.

The students should repeat the teacher's pronunciation syllable-by-syllable, in groups of syllables, and then the entire word until it is pronounced understandably. For example: syllable-by-syllable A: - da - ma - bial , in groups of syllables A: da - ma bial , entire word A: da ma bial .

For long words "backward buildup" is useful: repetition begins with the final syllable and preceeding syllables are added until the entire word is pronounced. Example: bial - ma bial - da ma bial - A: da ma bial.

transcription and translation:

When a student has achieved an acceptable pronunciation, he should write the approximate pronunciation in his own language above the word in the workbook text. It may be necessary for students with the same native languages to work together in deciding on this transcription and on the correct translation.

In the first class the students should turn to the dictionary and write in the pronunciation and translation at the time a word is introduced. Later, the students should write in the pronunciation in the workbook text and fill in the pronunciation and translation in the dictionary as homework. The teacher should check the dictionary periodically to insure that it being completed.

Note: For those students who are illiterate in their native languages, the teacher should provide a phonetic transcription and short explanation in English. Example: straight / strayt / ⟶ , not ↝ .

purpose of the dictionary:

There are several reasons for having a student fill in his own dictionary. First, when transcribing a word, he must concentrate on pronunciation. Second, a student-created transcription should be more easily interpreted by the student than would be the case if a standard pronunciation transcription were provided to him. (The importance of pronunciation is clear; if a student can pronounce a word correctly, he will be able to hear it when it is used by his driving instructor.) A third reason is that the student will more likely recall the item if he writes his own transcription and translation. Finally, when the dictionary has been completed, the student should be able to refer to it more competently when necessary in the driver training class because of his involvement in writing it.

Exercises

The workbook contains various types of exercises. The goal is always for students to understand and practice using the vocabulary.

reading repetition:

When a new section is begun, the teacher should slowly read phrase-by- phrase, pausing after each phrase for student repetition. Students read silently with the teacher then repeat the words in chorus.

pronunciation:

When a section has been read chorally, the pronunciation of the new words should be practiced. At this time students transcribe the pronunciation as described above.

meaning explanation:

The teacher must explicate the meaning of the vocabulary items. Gestures, pictures, examples, and the actual objects are much better means of explication than is an explanation. Here teacher preparation is essential. For example, in explaining tire pressure, the teacher should bring a balloon, a tire and a pressure gauge to class.

individual reading:

When the meaning of the vocabulary in a section has been made clear, students should take turns reading sentences individually. If a student mispronounces, the teacher should say the words correctly after the student has finished reading. Chosing students to read at random, rather than row-by-row, seems to increase student attention.

drills:

All drills should first be read chorally, then performed repeatedly until the material has been mastered. Drills can be made more interesting if the speed intonation are varied: quickly, slowly, loudly, whispered, seriously, humorously, etc..

repetition drills:

The teacher performs an action and makes a statement. The students repeat the action and statement.

Example: T. (hand signal) I am signaling left.
S. (hand signal) I am signaling left.

modification drills:

The students change the teacher's statement in a particular pattern.

Example: T. Signal left! S. (hand signal) I am signaling left.
T. Signal stop! S. (hand signal) I am signaling stop.

question-answer drills:

Students answer questions posed by the teacher or other students.

Example: T. (hand signal) What am I doing? S. You are signaling left.

statement response drills:

The students or teacher react to a statement.

Example: I like compacts. / Compacts? They're too small.

activities:

Activities to reinforce the lessons are explained in the workbook.

writing exercises:

The writing exercises are highly structured. No free writing is required. The forms used are copying, modification writing and dictation.

copying:

The students simply copy the text where indicated. This should be done in class. The teacher should circulate and point out mistakes by pointing to them or by underlining them, allowing students to make the corrections themselves.

Copying helps students learn the spelling and usage of the vocabulary.

modification writing:

Students follow the examples given, changing the grammatical forms of the vocabulary words as required.

Example: Go backward! The car is going backward.

Turn right! (The car is turning right.)

dictations:

At the end of a class period there should be a spelling dictation of the new vocabulary with a few words from previous lessons included for review. This should be repeated in the next class following the warm-up with the visuals.

The teacher should write numbers on the chalkboard while the students number a small dictation notebook. The teacher should then say the word carefully several times, allow students time to write, then go on to the next number.

When all words have been dictated, the students spell the words aloud while the teacher writes them on the blackboard. If a mistake is made, the teacher stops writing and waits until a student says the correct letter. Students correct their own spelling mistakes by writing the correct spelling next to the misspelling. Dictations should be kept in a notebook so students can monitor their own progress.

dictation variations:

The teacher places a visual in the chalktray. The students write the correct response. No talking.

Students take turns providing the dictation words. A student says a word. The teacher repeats it. All students write it.

chart:

A large numbered chart should be made of page 10 (external parts of the car) for display in the classroom. When learning this vocabulary, and at regular intervals thereafter, students should be called on to name the parts.

EVALUATIVE CRITERIA

Class Tests

Some workbook pages are both writing exercises and tests. These pages should first be written and corrected as classwork. Copies of the pages are distributed the following day as tests. Since the students already have the correct answers, they can correct fellow students' tests. Test corrections can be given as homework to save class time and to insure that students study at home. The instructor should keep track of test scores.

The following pages are tests: 4 and 5, 15, 18, 20, 22 and 23, 28, 30, 33, 35, 38, 42, 45, 47, 49, 50, 59, 71.

Course Completion

For completion of the English for Driving course, the following requirements should be met:

1. completed workbook exercises
2. an average of 80% correct on the workbook tests
3. completed workbook dictionary
4. demonstrated ability to respond correctly to the visuals
5. ability to name the items on the chart (workbook page 10)
6. 80% correct spelling on a dictation of 40 items chosen at random from the workbook dictionary (This is the final test.)

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APPENDIX A

Supplemental Materials

These pamphlets are either in Vietnamese or contain Vietnamese translations. They are available to educators free of charge from

Indochinese Materials Center
U.S. Department of Education
324 East 11th Street - 9th floor
Kansas City, Missouri 64106

Order #	
220.012	Nebraska Drivers License Examiner
220.013	Missouri Drivers Guide
220.014	What You Need To Know To Get And Keep An Iowa Drivers License
220.015	Kansas Driving Handbook
220.016	H.E.W. Region II Refugee Task Force - Questions and Answers for the Drivers Test

APPENDIX B

1980 Utah Drivers Test Questions and Answers

Source

All questions and answers from the different forms of the 1980 written Utah drivers test were provided by Rodney Ashby, Director, Drivers Education Testing Program, Utah State Department of Motor Vehicles to the Logan City School District, Section 310 Adult Education Project.

Objective

The purpose was to help refugee drivers license applicants understand the English of the written drivers test. (Applicants are permitted to have the help of a translator; however, translators are not always available.)

Methodology

Two weekend class sessions of 4 hours each were presented by the Logan City School District staff to Indochinese refugee drivers license applicants who had completed a special driver training class for refugees in the Cache County School District.

The questions were duplicated. The tests were kept secure: the copies were numbered, students signed for test copies, no copying was permitted, and all test copies were returned.

The questions and answers were discussed in the first session. Students were allowed to take notes on vocabulary only. In the second session the students took the test, then the problems were discussed again.

Test Explanation

A student understanding of two aspects of the test is especially helpful in improving test scores. First, the multiple choice format must be made clear. Second, the students must learn how to interpret the questions.

multiple choice format:

The students must learn to read all of the answers, not check the first correct one. The meanings of "All of the above." and "None of the above." must be made clear.

interpreting the questions

Many of the questions have long introductory statements followed by "Which of the following is true?" It is not necessary for students to try to struggle through the first clause. These questions are always equivalent to "Mark the correct answer."

Many students freeze as soon as they see words they don't understand. This can be overcome by having them underline the words they do know, then restate the question in simplified form:

"When approaching railraod tracks where wigwag or flashing signals, gates or a watchman warn that a train is coming, what must you do?"

= A train is coming at a railroad. There are flashing signals. What do you do?

Results

Although no attempt was made to complete a systematic follow-up, a number of students reported passing the Utah written drivers test on the first attempt without the aid of a translator.

Recommendation

English practice for the written drivers test should be provided to non-native speakers of English who have completed both an English for Driving class and a driver training class.

1980 Utah Drivers Test Answers

1. D
2. C
3. A
4. D
5. B
6. D
7. B
8. C
9. D
10. B
11. B
12. C
13. D
14. C
15. B
16. B
17. D
18. E
19. A
20. D
21. D
22. D
23. D
24. C
25. B
26. E
27. C
28. D
29. C
30. B
31. A B C D
32. B
33. A
34. B
35. C
36. A
37. C
38. E
39. C
40. B
41. C
42. C
43. A
44. B
45. D
46. D
47. YIELD, REGULATORY, WARNING, RAILROAD, STOP

9

1 **OVER HALF THE PEOPLE KILLED IN TWO-CAR ACCIDENTS IN UTAH HAVE NOTHING TO DO WITH CAUSING THE ACCIDENT; WHICH OF THE FOLLOWING IS TRUE?**

A One of the ways to avoid accidents is by driving defensively - being on the lookout for accident situations and the mistakes the other driver might make.
B Drivers who take defensive driving courses are less likely to be involved in accidents caused by other drivers.
C Chances are one in four that you will be involved in an accident before the license you are getting expires
D All the above.

2 **THE UTAH "IMPLIED CONSENT" LAW MEANS:**

A When you obtain a Utah driver license, you consent to being penalized if you are arrested for driving while under the influence of alcohol or drugs.
B Anyone suspected of driving under the influence of alcohol or drugs may have his license revoked without a trial.
C Anyone driving in Utah is deemed to have given his consent to a chemical test for the alcohol content or presence of drugs in his blood if an arresting police officer has reason to believe he is in an intoxicated condition or under the influence of drugs.
D When you obtain a Utah driver license, you admit you are guilty if you are arrested for driving under the influence of alcohol.

3 **WHAT ACTION IS TAKEN IF YOU ARE CONVICTED OF RECKLESS DRIVING TWICE WITHIN ONE YEAR?**

A Mandatory revocation of your driving privilege for one year.
B You must go to driver improvement school to keep your license.
C Your license is suspended for six months and you are fined up to $100.
D None of the above.

4 **IT IS WISE TO REDUCE YOUR SPEED BELOW NORMAL WHEN:**

A Approaching and crossing an intersection or railroad crossing.
B Approaching and going around a curve or bend.
C Approaching the top of a hill where visibility is limited.
D All the above.

5 **UNLESS OTHERWISE POSTED, SPEED LIMITS IN BUSINESS AND RESIDENTIAL AREAS ARE:**

A 20 mph B 25 mph C 30 mph D 35 mph

6 **ABOUT ONE-SIXTH OF THE TRAFFIC DEATHS IN UTAH ARE PEDESTRIANS; WHICH OF THE FOLLOWING IS TRUE?**

A A driver must watch for children because they may dart into the path of a vehicle without looking.
B A driver must watch for the elderly because they may not see or hear an approaching vehicle.
C Pedestrians walking in or near a roadway should wear light-colored clothes and walk on the left side of the road facing traffic.
D All the above.

7 **APPROXIMATELY WHAT PERCENTAGE OF PERSONS KILLED IN CAR ACCIDENTS INVOLVE DRINKING?**

A 75% B 50% C 35% D 25%

8 **WHEN YOU COME TO A FLASHING RED TRAFFIC SIGNAL, YOU SHOULD:**

A Slow to 15 mph and then proceed with caution.
B Look both ways and then proceed with caution.
C Come to a complete stop and yield the right-of-way to other traffic before proceeding.
D Slow down and yield the right-of-way to other traffic.

9 **THE NUMBER OF MOTORCYCLES IN UTAH HAS INCREASED TENFOLD DURING RECENT YEARS, WHEN YOU ARE DRIVING YOUR CAR, YOU SHOULD:**

A Look carefully for motorcycles, especially at intersections, since motorcycles are difficult to see and parked cars often hide them from sight.
B Allow extra room for motorcycles, since they often perform very differently from other vehicles.
C Allow extra stopping distance for your car when you are following a motorcycle, since they often stop much more quickly than cars.
D All the above.

10 **WHEN APPROACHING RAILROAD TRACKS WHERE WIGWAG OR FLASHING SIGNALS, GATES OR A WATCHMAN WARN THAT A TRAIN IS COMING, WHAT MUST YOU DO?**

A Stop, then cross the tracks cautiously.
B Stop not less than 10 feet but not more than 50 feet from the nearest track; then proceed when safe to do so.
C Reduce speed and proceed across the tracks.
D Proceed as usual unless train is in sight.

11 **A DRIVER IS PRESUMED BY UTAH LAW TO BE LEGALLY INTOXICATED IF HIS BLOOD ALCOHOL LEVEL IS 0.08% OR GREATER. APPROXIMATELY HOW MANY MIXED DRINKS CONSUMED WITHIN ONE HOUR WILL PRODUCE INTOXICATION?**

A 2 B 3 C 6 D 8

12 **HOW SOON BEFORE TURNING SHOULD YOU GIVE A TURN SIGNAL?**

A At least 25 feet.
B At least 50 feet.
C For the last three seconds before turning.
D No signal is required in the absence of other vehicles.

13 **IF YOU ARE DRIVING WHILE INTOXICATED (0.08% BLOOD ALCOHOL LEVEL), YOUR CHANCES OF CAUSING AN ACCIDENT ARE HOW MUCH GREATER THAN IF YOU WERE SOBER?**

A About 20% B About twice as great
C About 50% D About five times greater.

14 **IF ANOTHER VEHICLE IS FOLLOWING YOU TOO CLOSELY ON A FREEWAY, WHAT SHOULD YOU DO?**

A Don't let the other vehicle pass you since he is obviously trying to annoy you.
B Put on your brakes quickly and teach him a lesson.
C Allow the other vehicle to pass you.
D None of the above.

15 **WHILE DRIVING ON AN ICY ROAD AND YOUR REAR WHEELS BEGIN TO SKID TO YOUR RIGHT:**

A Apply your brakes and steer to the left.
B Turn your front wheels to point in the same direction as the skid.
C Accelerate slightly to bring your car out of the skid.
D Steer to the left but don't apply your brakes.

16 **WHEN DRIVING ON THE FREEWAY, YOU SHOULD:**

A Always use the far left lane.
B Drive at a speed similar to the general traffic flow, changing lanes only to pass or to prepare for exit.
C Move up closely behind the vehicle in front of you if you want him to move over so you can pass.
D All the above.

17 WHEN YOU ARE APPROACHING A PEDESTRIAN WHO IS IN A CROSSWALK, YOU SHOULD:

A Honk your horn since the pedestrian does not have the right-of-way.
B Continue at your normal speed if you think the pedestrian sees your vehicle.
C Proœed with caution so that you can avoid an accident should the pedestrian unexpectedly move into the path of your vehicle.
D Slow down or stop and yield the right-of-way to the pedestrian.

18 AN INCREASING NUMBER OF PEOPLE ARE KILLED IN CAR-TRAIN ACCIDENTS. WHICH OF THE FOLLOWING IS TRUE?

A A driver should approach a railroad crossing at reduced speed.
B You may not park a motor vehicle within 50 feet of the tracks at a railroad crossing except when required by law.
C You may not pass other motor vehicles, proceeding in the same direction, at railroad crossings.
D You must always keep to the right of the center of the roadway (unless you are on a one-way street) when approaching and within 100 feet of a railway crossing.
E All the above.

19 WHEN STOPPING OR YIELDING, YOU SHOULD:

A Stop completely at a stop sign or slow for a yield sign, look carefully for any oncoming traffic, and continue to be aware of traffic as you pull into the intersection.
B Slow down and look for traffic on your right as you proceed.
C After you look to see that traffic is clear, pull into the roadway as soon as possible, since you have the right-of-way once you are in the intersection.

20 WHEN YOU OVERTAKE OR MEET A STOPPED SCHOOL BUS DISPLAYING FLASHING RED LIGHTS, YOU MUST:

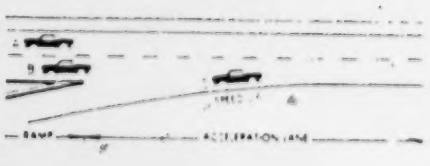
A Slow down when approaching from the front.
B Stop when approaching from the rear.
C Sound your horn and pass slowly.
D Stop and remain stopped until lights cease flashing.

21 WHEN DRIVING DURING A SNOWSTORM OR UNDER OTHER POOR CONDITIONS, YOU SHOULD:

A Go slower than usual if there is other traffic in the vicinity.
B Slow down to 10 miles per hour below the posted speed limit and turn on your parking lights.
C Stop your vehicle as soon as possible and wait for conditions to improve.
D Drive your vehicle at a speed safe for the conditions to allow you to be in complete control of your vehicle.

22 AT AN ENTRANCE RAMP TO THE FREEWAY:

A Car C has the right-of-way.
B All traffic should slow down and proceed with caution.
C Car A has the right-of-way, but car B should yield to the entering traffic (Car C).
D Cars entering from the ramp should yield the right-of-way to the main traffic, accelerate to the main traffic speed, and merge into right hand lane.



23 **FAILURE TO KEEP A VEHICLE IN PROPER CONDITION IS A CAUSE OF ACCIDENTS; WHICH OF THE FOLLOWING IS TRUE?**

A Tires with too little tread often cause a driver to lose control at high speeds or on wet pavement.
B Poor visibility due to failure to de-ice or de-fog the windshield is a serious cause of accidents.
C Your vehicle must be officially inspected once a year; passing this inspection does not, however, guarantee your vehicle is in proper condition; periodically you should check your vehicle's condition yourself.
D All the above.

24 **MANY SERIOUS COLLISIONS ARE DUE TO IMPROPER PASSING ON A TWO-LANE HIGHWAY; WHEN A SOLID YELLOW LINE IS IN YOUR LANE, IT MEANS:**

A You are permitted to pass another vehicle.
B You are approaching a congested area and you should reduce your speed and drive with caution.
C You may not pass another vehicle under any circumstances.
D Only that you are approaching a hilltop, a curve, or a railroad crossing.

25 **WHERE THERE ARE STOP SIGNS ONLY AT RAILROAD CROSSINGS (NOT FLASHING SIGNALS), YOU MUST:**

A Reduce your speed, look both ways and cross the tracks cautiously if no train is coming.
B Stop more than 10 feet away from the tracks and proceed when all is clear.
C Look both ways and if no train is coming, cross the tracks at usual speed.

26 **PUBLICITY HAS BEEN GIVEN TO THE USE OF SEAT BELTS AS A FACTOR IN HIGHWAY SAFETY; WHICH OF THE FOLLOWING STATEMENTS IS TRUE?**

A Research shows that over one-fourth of highway fatalities and serious injuries would have been avoided if drivers and passengers had been wearing seat belts.
B Seat belts are not only useful on freeways; it has also been proved that seat belts are important in reducing injuries and deaths from accidents in town or at slow speeds.
C Seat belts should be worn snugly to be most effective.
D Seat belts should be worn whenever you are driving or riding in a vehicle.
E All the above.

27 **WHAT IS A GOOD DISTANCE RULE TO USE WHEN YOU ARE FOLLOWING ANOTHER VEHICLE?**

A Allow at least one foot distance for each mile per hour of speed.
B Stay far enough back so that you can clearly see the other vehicle's rear tires.
C Allow at least one car length for each 10 mph of speed, and increase this distance as your speed increases.
D Allow at least 50 feet during the day and 100 feet at night.

28 **FATIGUE AND SLEEPINESS OFTEN CAUSE A DRIVER TO REACT TOO LATE IF AN ACCIDENT SITUATION ARISES; WHICH OF THE FOLLOWING STATEMENTS IS TRUE?**

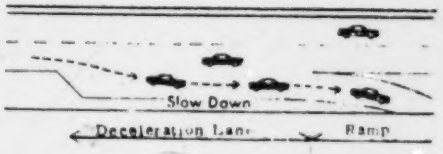
A The task of driving a long distance may cause a driver to doze or fall asleep at the wheel.
B Sleepiness is likely to overcome a driver on long, relatively straight and flat roads.
C Drivers tend to keep on driving when they first feel drowsy "to get there sooner." Taking a short break at the first sign of drowsiness will allow more driving without the risk of falling asleep at the wheel.
D All the above.

29 **ON A REGULAR TWO-LANE HIGHWAY, WHEN APPROACHING A SCHOOL BUS, WITH FLASHING RED LIGHTS, FROM EITHER DIRECTION, YOU SHOULD:**

A Slow to 20 mph and pass the school bus carefully.
B Stop until the school bus is unloaded and then proceed with caution.
C Stop completely and wait until the school bus lights stop flashing.
D None of the above.

30 **WHEN TURNING OFF A FREEWAY ONTO AN EXIT RAMP, YOU SHOULD:**

A Slow down to the "exit speed", enter the deceleration lane, and turn onto the exit ramp.
B Signal and enter the deceleration lane at approximately the freeway traffic speed, then slow down to the "exit speed" by the time you reach the exit ramp.
C While on the freeway, signal with your horn that you are slowing down, then pull into the deceleration lane carefully.
D Stop and give a right-turn signal, then turn onto the exit ramp.



31 **THE OTHER CAR HAS THE RIGHT OF WAY IF (CHECK ALL CORRECT ANSWERS)**

A It is coming from your right and reaches the intersection the same time as you do.
B When a "yield" sign is on your corner.
C You are making a left turn and it is within the intersection.
D It is coming down the street as you are pulling out of a driveway.

32 **THE SPEED LIMIT IN A SCHOOL ZONE IS:**

A 10 miles per hour during recess or while children are going to or from school.
B 20 miles per hour during school recess or while children are going to or from school during opening or closing hours.
C 25 miles per hour if no children are in sight.
D 30 miles per hour.

33 **THE LAW REQUIRES THAT YOU FILE AN ACCIDENT REPORT WITHIN FIVE DAYS WITH THE DEPARTMENT OF PUBLIC SAFETY IF:**

A You are involved in an accident resulting in any injuries or deaths or more than $400 total property dama
B You are involved in an accident causing any injuries or deaths or more than $50 property damage.
C You are involved in any accident.
D None of the above.

34 **HOW NEAR MAY YOU PARK YOUR CAR TO THE NEAREST RAIL OF A RAILROAD CROSSING?**

A 40 feet B 50 feet C 60 feet D 65 feet

35 **UNLESS FORBIDDEN BY A SIGN AT THE INTERSECTION, YOU MAY TURN RIGHT AT A RED LIGHT IF:**

A There are no pedestrians or traffic in the way.
B There is no traffic approaching and you slow down and proceed with caution.
C You come to a complete stop and yield the right-of-way.
D You turn into the far right-hand lane of the other street without slowing traffic.

36 **IF A DRIVER IS CONVICTED OF DRIVING WHILE UNDER THE INFLUENCE OF INTOXICATING LIQUOR OR DRUGS:**

A He may be fined as much as $299, or receive a jail sentence up to 6 months, or both, and his driver license must be revoked for one year.
B His license is suspended and he may be fined up to $100.
C His license is revoked for six months and he may be fined up to $500.
D None of the above.

37 **IF YOU ARE FOLLOWING ANOTHER VEHICLE AT NIGHT, WHEN SHOULD YOU DIM YOUR LIGHTS?**

A Only when another vehicle approaches from the opposite direction.
B Only when you are in a city or town.
C Whenever you are within 300 feet of the vehicle in front of you.
D When you are preparing to pass the vehicle in front of you.

38 AN INCREASING NUMBER OF PEOPLE ARE KILLED IN CAR-TRAIN ACCIDENTS. WHICH OF THE FOLLOWING IS TRUE?

A A driver should approach a railroad crossing at reduced speed.
B You may not park a motor vehicle within 50 feet of the tracks at a railroad crossing except when required by law.
C You may not pass other motor vehicles, proceeding in the same direction, at railroad crossings.
D You must always keep to the right of the center of the roadway (unless you are on a one-way street) when approaching and within 100 feet of a railway crossing.
E All the above.

39 UPON APPROACHING ANOTHER VEHICLE COMING TOWARD YOU AT NIGHT, YOU MUST DIM YOUR HEADLIGHTS:

A As soon as the other driver dims his headlights.
B Only if you can see well enough without your bright lights.
C When you are within 500 feet of the other vehicle.
D When you are within 100 feet of the other vehicle.

40 DRIVING YOUR VEHICLE SLOWER THAN THE NORMAL FLOW OF TRAFFIC:

A Reduces your chances of getting in an accident because you will have complete control.
B Will disrupt the normal flow of traffic and may cause an accident.
C Is a good practice to follow, since most speed limits are for newer cars.
D Is a good practice to follow, since your vehicle will cost less to maintain.

41 WHY ARE MANY SERIOUS ACCIDENTS CAUSED AT INTERSECTIONS EVEN THOUGH STOP SIGNS ARE PRESENT?

A Drivers do not bring their vehicles to a complete stop.
B Drivers fail to look carefully for other traffic before proceeding.
C Many drivers just go right through a stop sign.
D All the above.

42 WHEN YOU COME TO A FLASHING RED TRAFFIC SIGNAL, YOU SHOULD:

A Slow to 15 mph and then proceed with caution.
B Look both ways and then proceed with caution.
C Come to a complete stop and yield the right-of-way to other traffic before proceeding.
D Slow down and yield the right-of-way to other traffic.

43 WHAT IS THE PROPER ARM AND HAND SIGNAL FOR SLOWING DOWN OR STOPPING?

A 1

B 2

C 3

44 **THE DRIVER LICENSE REQUIREMENTS FOR OPERATING A MOTORCYCLE ARE:**

A Only a regular operator license is required in order to operate a motorcycle.
B A driver must take a special motorcycle test and have his regular driver license so certified.
C There are no special requirements for driving a motorcycle.

45 **WHEN YOU HEAR A SIREN OR SEE THE FLASHING LIGHTS OF A POLICE CAR, FIRE TRUCK, AMBULANCE OR OTHER EMERGENCY VEHICLE:**

A Move to the extreme right of the roadway and continue at a normal speed.
B Stop immediately so the emergency vehicle can go around you on either side.
C Slow down and move to the right side of the roadway.
D Move to the extreme right of roadway and stop your vehicle until the emergency vehicle has passed.

46 **THE BEST WAY OF REMOVING ALCOHOL FROM YOUR BODY IS BY:**

A Drinking black coffee.
B Taking a cold shower.
C Exercising to increase your blood circulation.
D None of the above.

47 THE MEANING OF ANY ROAD SIGN IS INDICATED BY ITS SHAPE. WRITE MEANING UNDER EACH.